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Comparative Analysis of athletes' fair play attitude according to specific variables conditioned by sports training and competition

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Abstract

Purpose of study

The aim of this research is to emphasize the moral dimension's presence and its necessity into athletes training, reflected into the fair play attitudes and behaviors. The main objective is to identify some possible correlations between variables: fair play, moral values, to highlight at athletes their fair play into competitions and training. The issue aims to study the likelihood of a direct correlation between variables like general fair play, fair play in competition, fair play and moral values into society.

Research Methods

The research was conducted on a total of 40 subjects prepared by several variables (gender, age, sports, skill level). Analysis and interpretation of results was performed by using SPSS 11.0 for statistical analysis Pearson bivariate correlation between next variables: general fair play, fair play in competition, fair play and moral values into society.

Findings

In qualitative terms, the correlations found between variables of fair play in competition, general fair play and fair play in society point to the fact that athletes who exhibit a fair play behavior in competition will manifest the same type of behavior in social life. Norms, rules, and sports standard orders, as well as social norms and rules of social life mark on the athletes' behavior, which are internalized and behave in a spirit of fair play. Respect for others, respect for opponents and team mates, learning and respect the rules of play and social behavior leads to the training in the spirit of fair play, a habit that occurs in any life situation.

Conclusions

Fair play does not mean only to follow the rules of the game, it transcribes the attitude that the athlete must have: to respect the opponent and keep his physical and mental integrity. An athlete will behave in an attitude of fair play when he will think to others. Moral values (altruism, honesty, faith, dignity, responsibility) and psychosocial ones (self, love, openness, social recognition, independence) are mainly related to individual networking with peers and social and moral desirability.

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1. Introduction

In general, the problem of education and particularly moral education suppose the people's initiation with ethical rules to help them in reaching some attitudes, feelings, and to be responsible for their behavior. Each character consists of a system of rules requiring observance of moral norms. Also, in sports training is aimed the transition from heteronomy (rules/laws imposed by others), socionomy (rules/laws imposed by society) to autonomy by imposing their own rules. Heteronomous morality is external, its aim is freedom, and morality as individual responsibility. Socionomy occurs when judgements are formed and shaped by the relationships with others at social level (Cucos, 2002, p.69). In sports, the conducts (determined by the rules of each specific sport branch) are learned and enforced, then these become habits and skills in the athletes' behavior, these are the topic of this paper, conducts which are conditioned and adapted to prepare morally the athletes and to reflect into their behavior. Sports environment gives the possibility of achieving this type of education, contributing to a large extent to human personality development. In professional sports and high performance, the athletes form their moral rules which are present in sports competition and training, and also in his social life. At the same time, we specify that there are some athletes who can not adapt to the required standards for competition, which translates also to their social life. The moral values of human being man are a distinction that is approaching to group, society, people. Into athlete's behavior is found moral beliefs, will traits and feelings. As features of moral character, the moral qualities are distinguished by consistency, educability, and recurrence in their acts. Individual relationship with the surrounding is not only cognitive and/or praxiological, but also it is an evaluative, axiological one. Our work and life are guided by certain values, general principles which are socially constituted and established, that the individual assimilates them in the process of socialization and personality formation. People live in a world of values, an axiological universe, even if they not always realize it. In sports, the valued act is established at social consciousness level, being influenced largely by ideology, country and religion. The main value of sports is the athletic performance expressed by records, points, qualification in the upper stages of competitions, national and international recognition. Among the ethical values of sports, we should remember the olympic, a term that encompasses tolerance, generosity, solidarity, friendship, non-discrimination and respect for others, and all meeting in the fair play (C.A. Dragnea, S. M. Teodorescu, 2002, p. 61). The work of moral consciousness is completed when all these features are constant of human being. Skills and habits of moral behavior are constant of consciousness and athlete's personality. Through moral judgements (beliefs and attitudes, will and emotions), 'our spiritual board' makes a conscious control of moral acts, because through skills and habits these become automated instruments based on dynamic stereotypes. In sports, in addition to those skills and habits, there are also some specialized behavior that are reflected in the conduct of athletes in training, competition and the social environment. Fair play is not only an ethical conduct or an accidental behavior. It represents an entire moral psychology, an unwritten code, chivalry and traditional rules. Literature deepens worldwide the expression of fair play, used mostly in the sense that has been awarded by the the ethics of English sports centuries. It is a term with multiple meanings, expressing the honest struggle, respect for the written and unwritten rules, respect for our opponent, in other words, this is the sport conduct. By fair it means fair, which can be cold, rational accepted through education or one that starts from the spiritual impulse, or a spontaneous gesture that gives warmth and gentle empathy. Regarding this, there are real events where athletes have helped their teammates even with the risk of losing an honorable or a top place in the competition, for these athletes is a common thing – they have learned to accept defeat after they made a noble gesture, even from those that have been helped. But, unfortunately, for the ignorant people, 'sport is predominantly a world of physical appearance, dirt, a world of painful breaks, bone and

muscle', but those who know the world of sports in all its aspects, they know that the sport can be seen by heart and soul, mind and character. In the sports world can be seen some of the most important lessons of life.

2. Research methodology

The aim is to highlight the presence and the need to prepare moral dimension of athletes, reflected into their fair play attitudes and behavior. The main objective is to identify possible correlations between variables as fair play, moral values, in order to reflect through competitions and training the fair play of athletes. The main issue of this study follows a direct correlation between next variables: general fair play, fair play in competition, fair play and moral values in society.

3. Research methods

The survey was built on fair play attitude and it was applied to a total of 40 subjects, which formed the research group and were distributed by several variables (gender, age, sports, skill level):

- depending on the gender variable, the group includes 17 female and 23 male subjects;
- depending on the age distribution it is a balanced group aged between 17 and 35;
- depending on how many years they have practiced sport performance, the group includes subjects who are engaged in high level sports training from 4 to 20 years;
- depending on the sports branch, the group includes 3 athletes, 10 basketball players, 3 oarsmen, 10 handball players and 14 volleyball players;
- depending on the level of sports performance, the group includes 24 players from A Division A, 1 player from B Division, 9 players from the National League, 1 member of the national team and 5 players of the Olympic team.

Analysis and interpretation of results was performed using specialized statistical program SPSS 11.0 and it was analyzed Pearson bivariate correlation between variables as general fair play, fair play in competition, fair play and moral values in society.

4. Results

Assuming that there are direct correlations between variables as general fair play, fair play in competition, fair play in competition and moral values, there were performed next statistical approaches.

a. To verify if there is a direct correlation between the variables of fair play in competition and fair play in society, meaning that the higher is the score at one of the two dimensions, the score for another one will increase higher, we calculated the correlation Pearson bivariate coefficient between fair play in competition, and the variable fair play in society. The hypothesis is confirmed for the variables analyzed, and the results are presented below.

Table 1. Pearson bivariate correlations between variables of fair play in competition and fair play in society

	Fair play in society
Fair play in competition	$r = 0,680$ $p = 0,000$

There is a direct and significant positive correlation between the variables fair play in competition and fair play in society ($r = 0.680$, $p = 0.000$), meaning that athletes who demonstrate an high fairness in competition tend to have a high fair behavior in society and vice versa, athletes who play a decreased fair behavior in competition tend to have a low fair play behavior in society, too.

b. To check if there is a direct correlation between variables as general fair play and fair play in society, in the sense that as the scale score increases to fairness in society, the score for general fair play will increase too, we calculated a bivariate Pearson correlation coefficient between two variables: fair play in society, and general fairness. The hypothesis is confirmed for the variables analyzed, and the results are presented below.

Table 2. Pearson bivariate correlations between variables of general fair play and fair play in society

	General fair play
Fair play in society	$r = 0,897$ $p = 0,000$

There is a direct and significant positive correlation between variables as fair play in society and fairness ($r = 0.897$, $p = 0.000$), meaning that athletes who conduct high fairness in society tend to have higher fairness behavior in general, and athletes who conduct a low fair play in society tend to behave a generally low fairness.

c. To check if there is a direct correlation between the variables of fair play in competition and general fair play, in the sense that the score will increases as the size of fair play in competition, the score will increase the size of general fairness, we calculated bivariate Pearson correlation coefficient between variable fair play in competition, on the one hand, and fairness generally variable. The hypothesis are confirmed for the variables analyzed, and the results are presented below.

Table 3. Pearson bivariate correlations between variables of fair play in competition and general fair play

	General fair play
Fair play in competition	$r = 0,934$ $p = 0,000$

There is a significant positive correlation between the variables fair play in competition and f general fair play ($r = 0.934$, $p = 0.000$), meaning that athletes who conduct high fairness in competitions tend generally to behave in a high fair play, and vice versa, athletes who play a low fair behavior decreased in competition tend to have a low fair play behavior in general.

d. To check if there is a direct correlation between variables as general fair play and moral values, meaning that the score increases to general fairness, the score for moral values will increase higher, we calculated a bivariate Pearson correlation coefficient variable between general fairness on the one hand, and moral values. The hypothesis is confirmed for the variables analysed, and the results are presented below.

Table 4. Pearson bivariate correlations between variables general fair play and moral values

	Moral values
General fair play	$r = 0,841$ $p = 0,0000$

There is a direct significant positive correlation between variables as general fair play and moral values ($r = 0.841$, $p = 0.000$), meaning that athletes who generally play an high fair conduct tend to have a high orientation towards moral values and vice versa, athletes who generally play a low fair behavior tend to have a low orientation about moral values.

5. Conclusions

In qualitative terms, the correlations found between variables of fair play in competition, general fair play and fair play in society, we can say that athletes who act a fairness behavior in sport competitions will manifest the same type of behavior in social life. Rules and regulations of sports, as social norms and rules for social life mark the athletes' behavior, rules that are internalized and they behave in this spirit of fair play. Also, it is true that when these rules and regulations are respected in a lesser extent, the behavior of athletes is less fairness than of those who respect these rules and regulations, both in competition and in social life.

Regarding rules like respect for others, respect for opponents and teammates, learning and respect the rules of game and those social behavior rules, all of these lead to the training of athlete in the spirit of fair play, therefore that kind of conduct occurs in any life situation.

The attitude-valued personality structures will be established within the individual and on networking with its environment and it manifest itself in his activity and behavior. Moral values (altruism, honesty, faith, dignity, responsibility, kindness, independence), which are established and operated in and through individual relationship with social desirability, with what is worthy and valued in a corporate culture that has a certain, can be considered as grounds for verbal behavior (opinions) and action (deeds) of it. Strong orientation of individuals to moral values ensure the basis for the expression of any statement of fair play behavior. Honesty, faith, dignity, kindness, altruism are values, at the same time reasons for acquiring and behaving a fair play event in any situation. The lack of significant differences between analysed groups may be because of fair play might have the same importance for all athletes regardless of age or gender. Achieving an adequate preparation on this segment since childhood it can be lead to an internalization of social rules that are imposed by the sports competitions, and fair play is being part of self and behavior of any athlete. Regarding the identification of any significant differences due to socio-demographic variables, we can say that they are as follows:

a. according to the skill level, there are differences of general fair play between those with have high school education and those with university studies, which it means that those with an university education have a high respect for social norms and competition, acting on their personality in the form of regulatory principles of their social and moral behavior, while in others it occurs at a lower level.

b. fair play, as a moral dimension of athletes, is manifest in a higher position in athletes involved in sports team than those who are involved in individual sports. The results demonstrated that the scores of athletes are lower than any of the scores of other from other sports. Team sports expand a greater internalization of norms, rules, a desirable behavior, respect of peers than individual sports. We can say that once with increasing of education level it is increasing the fair play level too. Athletes who exhibit a high sense of fair play are more conscious of their feelings and they have a consolidated sense of self, they live and perceive a sense of choice about their own behavior toward those whose fair play is lower. Also, we can remark that in the same time with the internalization of social norms

and sports, the athletes will have a more autonomous behavior than those who only will note the existence of such rules and regulations, such a behavior arises from his individual intentionality, it is a self-determined one.

Doing a sports education in the spirit of fair play leads to the formation of an autonomous personality of athletes, and their ability will be developed according with the fair play principles. In terms of quality, regarding correlations between variables for fair play in competition, fair play in society and general fair play, we can say that athletes who demonstrate a fair play behavior they will act the same type of behavior in social life. Norms, rules, regulations of sports and rules of social life have a mark on the sports behavior, and the athletes internalized these rules and they behave in a spirit of fair play. Respect for others, respect for opponents and teammates, learning and respect the rules of game and social behavior lead to the training of a sports conduct in the spirit of fair play, conduct that occurs in any life situation. Fair play doesn't mean only to respect the rules of the game, it transcribes the attitude that the athlete must have: respect for the opponent and keeping his physical and mental integrity. An athlete will behave in a spirit of fair play only when he will think of others. Moral values (altruism, honesty, faith, dignity, responsibility) and social values (self control, love, openness, social recognition, independence) are mainly related to individual networking with peers and to social and moral desirability. Strong orientation of individuals to moral values ensure the basis for the expression of any statement of fair play behavior. Honesty, faith, dignity, kindness, altruism are values, at the same time reasons for acquiring and behaving a fair play event in any situation.

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